



*City of*  
**BRADFORD**  
METROPOLITAN DISTRICT COUNCIL

# **Bradford Children's Social Care Leaving Care Practice Guidance**

June 2022

## 1.0 Introduction

The purpose of this practice guidance is to support you in your role and responsibilities within the Leaving Care Service; sharing our broad range of experiences and expertise to achieve good outcomes for our care experienced young people.

The guidance is for Personal Advisers, Social Workers and Team Managers and our practice is underpinned by the [Transitions Guidance](#).

### 1.1 The Aim

The aim of this guidance is to: -

- Ensure our young people can expect and receive a consistently good quality Leaving Care Service; being aware of their Local Offer and entitlements
- Ensure we understand and assess individual need and hopes for the future
- Ensure we understand and assess risk and worries
- Ensure our young people are supported in their transition planning for adult life
- Promote the importance of how we work together with our young people and partner agencies to achieve the best possible outcomes for our young people

## 2.0 The Role of a Personal Adviser within the Leaving Care Service

As a Personal Adviser, you will work with young people who may have Eligible, Relevant, Former Relevant and those who qualify for advice and assistance.

Before your young person turns 18, you will focus on getting to know them and build a relationship where you will start the conversation about what they want for their future. You will help them (alongside their Social Worker), bring together their Pathway Plan goals and when they turn 18, you will continue to keep their Pathway Plan under review.

You will be at your young person's side to help them work through decision making, even if these are tough, and celebrate their achievements. You will be open and honest with your young person and be the person that doesn't give up.

### The Role of a Social Worker within the Leaving Care Service

As a Social Worker within the Leaving Care Team, you will be responsible for young people who are aged 16 and 17 years who are Eligible or Relevant. You will be responsible for making sure your young person's Pathway Plan is focused on what is going to happen, both in the present and in the future as they prepare for adulthood. You will include other important people such as family and friends that are involved in their life, as well as those who may be in their professional support network, such as health and education to make sure everyone is working together and towards your young person's goals. If it is the right thing to do; you may continue supporting your young person when they turn 18 years and will assume the role of Personal Adviser for a period whilst aspects of their plan might still need to be put in place.

Whether a young person is transferring to the Leaving Care Service, or in some circumstances continues to have a social worker who is not based in the Leaving Care

Service; we are still responsible in providing a consistently good quality Leaving Care experience. Team Managers and Practice Supervisors will support you in agreeing how joined up working needs to look as part of your supervision. Joint supervision should take place during the period of transfer.

### 3.0 **Bradford Restorative Based Practice Model**

The aim of a Restorative Based model of practice is to enhance our understanding and building relationships to enable positive change. Strong meaningful relationships mean that we work together with children, young people and their families. This will include how we as a professional network will work together to deliver the best service possible. The key is working alongside and with individuals and not doing to; we know that this is the most effective way to build relationships.

We also know that relationships are formed through a common goal and shared understanding, recognising power imbalances and being respectful.

Children, young people and their families want to be listened to, for their strengths and the positives about them and their lives to be recognised. It is therefore important to understand their unique journey or experiences to make sure that the service is for them. This includes understanding and recognising the impact of trauma.



## 4.0 Assessing Needs; The Assessment Process

As part of your role you will be completing an assessment of your young person's needs that will support a plan for independence and the responsibilities of adulthood.

The assessment informs the next steps in order to access appropriate support and co-ordinate services for your young person, ensuring that your young person is getting the right support at the right time. The assessment process is a dynamic one, not a one off event; it is a continuous process through observation, information gathering/sharing, feedback and reflection of practice.

The purpose of an assessment is to help young people by:

- Practitioners gaining a deeper understanding of the young person within their own, unique context, ensuring that we are considering historical and current trauma and looking at how this has or currently effects your young person
- Recognising the importance of early and outcome focussed planning
- Supporting relationship building in our practice and acknowledging that relationships can be an agent for change
- Working in a multi-agency manner by talking to all the professionals involved with the young person. For example, educational representatives (school / college / University), health professionals (Looked After Nurse / Leaving Care Nurse) and any specialist services working with the young person (mental health/domestic abuse/drug & alcohol).
- Promoting sustained improvements to the quality of the lives of our young people
- Engaging the young person and support them to participate in and take responsibility for their contribution of their assessment of need. Young people are the experts of their own lives and can, with the right support and encouragement, help us to understand the areas of their lives that they are struggling with
- Listening to the voice of your young person, taking into account their wishes and feelings wherever possible, and include considerations of their age, circumstances and wider community context in which they are living. This should be recorded throughout the assessment process
- Supporting your young person to adopt a self-determining, solution focused approach. We should work alongside young people and avoid 'doing to' as this disempowers them.
- Ensuring accessibility for all concerned, including the efficient use of time and access to the means needed to undertake an assessment (for example; equipment, interpreter)
- Being transparent with your young person so that the purpose of the assessment is clear, the discussion is open and honest and there is no hidden agenda

The quality of the assessment will depend upon the information gathered as part of the process. A good assessment should consider all aspects of the young person's life; it's important that the assessment considers our young people's knowledge and understanding of the [Local Offer](#) and what it means for them. The domains of our needs assessment are –

- **Young Person's Voice**
- **Health and Development**
- **Education, training and employment**
- **Emotional and Behavioural Development**
- **Identity**
- **Family and social network**
- **Money Matters**
- **Practical and other skills**
- **Accommodation**
- **Safety Plan**

Whilst it is important to ensure that we follow the domains of the assessment document, we should also ensure that the assessment takes a holistic approach.

The analysis of the information gathered should ensure that it focuses on the risks and also really pulls out the strengths. The assessment should consider the impact on the daily lived experience of your young person. Once the information is gathered the assessment will inform your young person's Pathway Plan and goal setting.

#### **4.1 What is strengths based practice?**

A strength based approach places a positive emphasis on resilience, protective factors and other identified strengths and has the effect of -

- Communicating a sense of hope
- Establishing expectations for success within your young person's capacities
- Promoting empowerment and independence
- Setting in motion forces for improvement

In practice this means that the starting point is to build a relationship with your young person with the responsibility of this being with you as the professional. Young people want to feel that they are not being judged or blamed, that they are shown respect, they are included in decisions and plans and feel listened to.

The use of language is really important and working in a strengths based way means that there is a positive use of language and where there are problems or concerns that this is discussed in a way that young people understand what is being said to them (be clear and do not use jargon), explain why something is a problem or a concern, what they need to do to change and how they will be supported to do this.

Sometimes, young people struggle to become involved with Leaving Care Service and rather than using the term “fail to engage” which is blaming and a deficit model, we should try to understand the reasons for this. For example, is it due to fear, anxiety etc. The emphasis is on you as professionals to consider different ways of engaging with your young person.

## **4.2 Recognising Protective Factors**

Protective factors are behaviours which the young people have demonstrated that limit or buffer a negative reaction to a difficult or challenging event, situation or set of circumstances.

All young people have some key strengths, particular skills and qualities that they bring from their life experiences; they may have a range of different strengths that can support their own wellbeing. As a Personal Advisor or Social Worker within the Leaving Care Service, you will need to help your young person identify what these are when formulating their Pathway Plan.

In practice this means that you help your young person to identify what ‘tools’ i.e. personal qualities, skills, inner strengths etc., that they have to deal with situations around them or what happens to them. Resilience is a good example of a protective factor and by helping young people recognise the skills they have will increase their confidence and independence in managing future difficulties. Those young people who can manage stressful situations will promote resilience in future relationships, including those of their own children.

To work with young people to identify protective factors will require in depth reflective conversations using strength based questions;

- What is working well?
- Can you think of things you have done to help things go well?
- What have you tried?
- What stops things going better for you?

## **4.3 Recognising Resilience**

Resilience refers to the ability of human beings to survive and even thrive in the face of extremely challenging circumstances; it is the process of managing stress and continuing to function well. People with resilience often seem to have built some key strategies in early childhood and adolescence to sustain them through life. However, these strategies can also be developed and learnt later on in life to promote self-reliance and independence.

The Leaving Care Service is designed to help young people become resilient to their circumstances; every interaction provides an opportunity to build self-esteem and confidence. Working from a strengths perspective does not mean ignoring the problems; it means having a fundamental belief that all young people have strengths and they can use these strengths to solve their problems and meet their goals in partnership with support and intervention where necessary.

In practice this means that by asking the right open ended questions you can start to recognise the strategies that young people have developed and form a view of their resilience when things are really difficult. Questions such as –

- What was the most difficult thing you have experienced?
- How did it make you feel?
- How did you cope with that experience?
- Do you think it has changed you as a person?
- Is there anything you would do differently if you had a similar experience?
- What do you think you have learnt from the experience?
- What would you tell someone else who is experiencing this now?

#### **4.4 Capturing and Understanding the young person's Story and Strengths**

To capture the young person's strengths and resilience it is important to ask questions about key areas to allow young people to assess their own function and wellbeing – health, family relationships, finances, environment, extended family and social networks and the past history of family members. Questions need to be gentle and non-intrusive, gradually building a holistic picture of the young person. Talking about strengths during initial meetings will hopefully shift a common perception that agencies work only with young people with problems and are intent on trying to find things that are wrong.

When working with young people there needs to be awareness of the particular needs of specific groups such as black and minority ethnic (BME), young people with disabilities, separated migrant young people, young parents, young people with mental health issues and the additional stressors this has on their lives.

In practice this means being aware that there is some additional information about the young person that you need to explore to include in your assessment and work; again this will promote partnership working which will strengthen the relationship.

Question's such as -

- Can you think of anything you find particularly difficult about being a young person?
- What do you need to help you to overcome these difficulties?
- What support do you already have?
- What would help you not to worry?
- Who can support you with this?

#### **4.5 The Voices of Young People**

The participation of young people in decision making about their lives is an essential element of work at all levels. Sometimes it is easy for the voice of the young person to be lost when adults want to be heard. It is important to spend time getting to know your young person, listening to their hopes and dreams as well as their fears and worries.

Understanding circumstances from the perspective of the young person, helps you to understand impact and risk, as well as recognise resilience and areas of strength. It is from this foundation that effective action planning can be developed, with young people contributing to progress and change.

Young people's feelings and wishes should be routinely sought and recorded throughout the process. Consideration should be given as to who the most appropriate worker to undertake this task might be. Methods of gathering evidence from young people should be age appropriate using a range of tools.

To genuinely consult and actively include young people in the decision making process, it is important to:

- Demonstrate a genuine interest in your young person's viewpoint
- Have a thorough understanding of the young person's personal development
- Appreciate what environmental conditions facilitate good communication with young people
- Understand that listening to young people makes our work more effective
- Appreciate that taking young people's views on board is likely to lead to more successful interventions and better outcomes

If they feel they have a voice, young people may construct a more positive sense of identity, become more confident and assertive, and less vulnerable. Conversely, if young people do not receive the opportunity to participate in the decision making process, they are less likely to 'own' the decisions that are made, instead obstructing or circumventing them.

In practice this means that, as Personal Advisor or Social Worker within the Leaving Care Service, it is really important that you have a good understanding of what daily life is like for that young person and what has happened in their life, this is known as their lived experience. Lived experience is as important as capturing the young person's voice, wishes and feelings.

The Diversity Wheel is a tool that you can use and adapt when working with young people of all ages and will help you ask questions that will give you an understanding of their experiences.

#### [Diversity Wheel](#)

### **4.6 Use of the Genogram (Family Tree)**

A genogram / is a visual tool to explore with family members their history and relationships, both current and previous. It helps to:

- Identify complicating factors such as parental separation, lack of contact with grandparents/extended family, loss and bereavement.
- Identification of examples of past, current or potential harm, e.g. parent discloses that the young person cannot see their ex-partner as the young person was in the past hit by the ex-partner; mother discloses she left partner as she was beaten by him; grandfather is in prison for sexual offence against a minor.
- Identification of worries: young person does not see older sister as she has young children and the young person is aggressive towards children.
- Identification of strengths and existing safety within the family's network: child's close relationship with grandparents; aunt is supervising contact

In practice completing a genogram / eco-maps with young people is a really good tool for starting to build a picture of the family; this can be done as a practical session and can be done in the early stages of the assessment. Questions such as -



- Who do you feel offers you the most support?
- What does that support look like to you?
- Why is that support important to you?

#### [Genogram's Practice Guidance](#)

### **4.6 Exploration of the Young Person's Support Network (Eco-Maps)**

Exploring the young person's support network, for example, family, friends, neighbours, members of their community, etc. will establish if there is a close network of family and friends who could or do offer support during stressful times in a young person's life. At times young people may struggle to identify a support network but questions such as "if you needed help, who would you go to" opens up conversations about support that may not have been immediately obvious to the young person.

#### [Eco-Maps Practice Guidance](#)

### **4.8 Assessing Risk**

Involving our young people in understanding risk and worries supports restorative and relationship based practice. It is important to understand our young people's life story so far, including trauma endured and how this may be impacting on their lives and understanding now. In assessing and implementing safety plans it is important to include relevant partner agencies, understanding the different roles, responsibilities and contributions.

If we have concerns about Criminal or Child Exploitation, and where these concerns continue into adulthood, practitioners should follow the CSE/CE Pathways.

You may also need to consider risk and worry in a broader sense as we would for our own children growing up and preparing for adult life and responsibilities from navigating new relationships, to planning how to get home after a night out. These should be captured within the Pathway Plan 'safety plan' domain.

### **4.8 Equality and Anti-Discriminatory Practice**

Legislation is in place to promote equality and reduce discrimination with the aim of promoting equality of opportunity for all, regardless of age, sex, sexuality, disability, race, religion or any other difference. The legislation should have an impact on the way organisations provide and organise services and on the way practitioners approach their practice.

Whilst legislation is important because it protects people; it does not necessarily change people's attitudes. Inequalities are present in all societies in one form or another, influencing every aspect of people's lives and attitudes. This is because society is made up of individuals who hold a spectrum of values, beliefs and opinions. Often we are not aware of the ways in which we have internalised stereotypes and how this affects our expectations for the young people we work with.

In practice this means that in your role you need to be mindful of your own values and beliefs and how this could impact on how you work with young people; using supervision to explore

any issues that arise for you when working with young people is really important as well as accessing training about unconscious bias.

By practicing in a relationship based way, asking appropriate questions about any difference and involving young people in assessments, decisions and plans you are already practicing in an anti-discriminatory and inclusive way.

#### **4.9 Defining Equality and Anti-Discriminatory Practice**

The promotion of equality of opportunity involves respect for all people and valuing their individuality and personal circumstances. Anti-discriminatory practice involves practitioners in the examination of their own values, beliefs, attitudes and expectations to ensure that they work proactively to give all young people equality of opportunity at all times. In moving towards successful anti-discriminatory practice practitioners should:

- Understand that diversity is inclusive and that we all have cultural backgrounds and identities that are derived from various sources, including our young people, our peer groups and our own unique set of individual experiences
- Examine our personal prejudices and how they operate and commit ourselves to 'unlearning' our prejudices
- Promote positive values for young people, communities and staff
- Gather a repertoire of strategies to ensure settings are welcoming, non-threatening and stimulating places to be, where young people are valued because of their differences and not in spite of them
- Develop the awareness, confidence, skill and knowledge to challenge effectively, for example, not making assumptions about a disabled young person's inability to live in their own place as an adult
- Involve everyone in dynamic and constructive dialogue and process
- Constantly monitor, evaluate and adjust practice and procedures

In practice this means that you have developed skills and understanding about how to work in an inclusive way with young people; there is training on unconscious bias (bias we are not aware of) as well as equality and diversity which can be accessed via Evolve. The training will assist you to work with young people in a way that acknowledges them and their differences and enriches how you work together.

#### **4.10 Confidentiality and Information Sharing**

The Leaving Care process is consent based, the assessment of need relies on appropriate information gathering and sharing in order to build a full picture of a young person's strengths and needs. However, it is really important that this is done with the clear signed consent of the young person concerned. It is important for young people to understand when confidentiality is negotiable or non-negotiable and discuss with them why and when we might share information with other agencies. This requires a sensitive and gentle approach.

The practitioner needs to reassure the young person that, unless there are clear concerns around harm, risk of harm or offending behaviour, consent will always be sought for information sharing.

## 5.0 Pathway Planning

The Pathway Plan is an important document as it tells your young person how their Leaving Care Service will plan and prepare for life as an independent adult and that young people have the right support to achieve their goals in life. The plan starts before young people leave care (no later than 16 years and 3 months) and will continue to be reviewed and updated as their life changes right up until they are 21 years. If young people chose to stay with the service after their 21<sup>st</sup> birthday (up to 25 years) they may still need a plan which they will agree with their Personal Advisor.

As with the assessment, the plan covers important areas;

- **Health and Development**
- **Education, training and employment**
- **Emotional and Behavioural Development**
- **Identity**
- **Family and social network**
- **Money Matters**
- **Practical and other skills**
- **Accommodation**

You will work with your young person to review their plan at least every 6 months. You should also review the Pathway Plan if there are significant changes in their life so it continues to be purposeful.

Sometimes young people might not agree with what the Social Worker or Personal Advisor identifies as important and we will make sure young people's views are reflected.

It is important that you tell your young person who you will share their plan with (such as the IRO, carers or advocate) and when young people are an adult they can tell us who they agree for their plan to be shared with.

If your young person is aged 16 and 17 and is remanded to custody it is essential that the detention plan is undertaken; this should take the format of the Pathway Plan - [Detention Placement Plans Practice Guide](#).

## 5.1 SMART Plans

The analysis of the information gained during the assessment allows decisions to be made about what action /service/intervention is required to best support the young person and sets goals and action plans.

The plan should be SMART; specific, measurable, achievable, relevant and time-bound -

- **Specific - set out a very clear objective i.e. what needs to be achieved/changed**
- **Measurable – without measurable objectives it is difficult to assess whether sufficient progress has been made. A measurable objective should make it relatively easy to answer questions such as how much? How many? And how we will know if it is achieved?**
- **Achievable – The objective must be achievable; unachievable objectives should not be included in children plans; this means that when setting objectives, parents children and professionals need to think “how can this be achieved**
- **Realistic – The objectives of a plan must be realistic to the overall goals, there should be a clear and reasonable link between achieving the objectives of the plan and achieving one or more of the goals.**
- **Timely – Objectives should include a sense of timeliness; open-ended objectives may lead to a sense of drift. Setting a date when the objective should be completed makes it easier to review it at meaningful point in time.**

## 5.2 Goal Setting

Young people may need help with setting goals that seek to solve problems or address challenges that are causing a range of negative feelings and stress. However, it is important to also have goals that are wider, broader and are more about life's dreams and visions. Goals can be about health, fitness, relationships, work, career, finance, home, education, learning, travel, community work, spiritual development or having fun and relaxing to lower stress and improve wellbeing.

When thinking about goals, consider the following -

- Priorities- what is important to the young person and why.
- Gives young people targets to aim for.
- Provides a focus on changes that will make a significant positive impact.
- Can provide motivation to continue and overcome obstacles and challenges.
- Helps young people to work towards their long term vision for themselves.
- Can identify short term goals that are achievable, which enable young people to see early success

Goal setting is likely to be a new concept for a number of young people so they may benefit from starting off with one or two priority goals which can be closely 'coached in' to help them understand how the process works. Asking the 'miracle question' may help young people

who are stuck; “If a miracle happened overnight and all the problems were sorted, what would you notice/see/hear?”

Once a goal has been identified the next step is to put some actions in place with the young person to help them achieve their goals. These are the tasks that will help them focus on the goals and depending on what they are, can be allocated to the young person or the worker. Setting realistic dates to complete these tasks, helps track the progress made or whether there is a need to set new actions. Once an action is completed it can be classed as an achievement. Over time these achievements will illustrate progress made and be a reminder of how far the young person has come.

See Appendix 1 – questions to use with families

### **5.3 Focusing on the young person’s chosen goals**

Keep reminding young person of their chosen goals through actions that have been set. They need to hold them in mind and visualise the time when they will be a reality and the difference or outcome this will bring. It is normal for young people to sometimes lose sight of their goals and become wearied by the journey. The use of short open-ended questions that try to deepen the young person’s learning or understanding and move them towards rather than away from their goal.

For example -

- Do you remember why you said this was important to you?
- How did you feel when you were making progress?
- What is getting in the way of you taking that step?
- How could you overcome this obstacle?
- How did you get through this when it happened before?
- When do you think you will feel strong enough to give it another go?

If your young person experiences setbacks that lead away from goals, this should be approached as a valuable opportunity to examine what went wrong and to see the obstacles and challenges that got in the way. This provides an opportunity to rethink and get back on track, keeping the goal in front. When a young person is not making progress some key questions to ask are:

- Is the goal still relevant?
- Was the goal imposed by the practitioner or service?
- What obstacles or challenges are getting in the way?
- Are new and different steps needed?
- Is more support needed? If so, what kind of support?
- Where might they go next?

### **5.5 Reviewing the Pathway Plan**

It is important to regularly review the effectiveness of the Pathway Plan in addressing the worries and ensuring that there is no drift and delay in services for the young person. Reviewing the Pathway Plan regularly ensures that the focus remains on improving outcomes and gives the opportunity to measure impact.

When young people are aged 16 and 17 the Social Worker will co-ordinate the review of the Pathway Plan every 6 months and within 10 days of the Child Looked After Review (where the young person is Eligible).

From 18 years the Personal Adviser will co-ordinate the review of the Pathway Plan every 6 months, or within any significant change. Young people may also request a review of their plan within these timescales if they feel it is no longer in line with their needs. Co-ordinating the review meeting will depend on the young person's wishes, feelings and circumstances and may include;

- A one off event of a formal review meeting including the significant partner agencies, support networks of the young person
- A series of meetings, interactions with the young person on the lead to their review date including (where there is consent) liaising with significant partner agencies and support networks of the young person

Where young people are leaving in custody it is recommended in the first instance that Personal Advisers are promoting a formal review to ensure co-operation from services both within and outside the gate.

It is important that practitioners maintain momentum and reflect on trajectory to prevent drift and delay.

There are exceptions for young people qualifying for advice, guidance and assistance (Qualifying) whereby the first needs assessment will be undertaken by the Social Worker who will determine the need for a Pathway Plan and/or frequency of review. Qualifying young people will remain open to the service up to their 21<sup>st</sup> birthday and in-touch/ need for a Pathway Plan will be reviewed periodically in line with individual circumstances.

## **6.0 Making a Difference**

### **6.1 Impact Measurement**

It is essential to keep a focus on the impact the work that is being undertaken with a young person is making to address the key areas. When working with young people, keep the following questions in mind –

- Have the desired outcomes been achieved?
- How has the situation changed for the young person?
- Is this impacting positively on the young person?
- Are their lives improving as a result of the actions and goals set?

## **7.0 Care Leavers Practice Standards**

### Practice Standards

## APPENDIX 1

### Tools for use in assessments and goal setting

#### The Miracle question

The 'Miracle question' can help young people who may be stuck in their problem and cannot believe there is anything beyond the obstacles they see in front of them. For some, it can feel like it would take a miracle for their situation to improve. The practitioner can start by asking "If a miracle happened overnight and all the problems were sorted, what would you notice/see/hear? Has any of this happened before? What would need to happen for things to be like on the day after the miracle? What else?"

They can follow up with a series of questions encouraging the young person to envision this reality as clearly as possible. As they describe these differences, they may begin to see that things could change, which in turn can help with the setting of goals.

#### Scaling questions

Scaling questions are tools that are used to identify useful differences for the young person and may help to establish goals as well. The poles of a scale range from 0 - "the worst the problem has ever been" (the worry, the danger or the concern) to 10 - "the best things could ever possibly be" (the safety statement – where family need to get to).

The young person is asked to rate their current position on the scale and questions are then used to help them identify the following:

**Resources** - "what stopped you from slipping one point lower down the scale?"

**Reflection** - "on a day when you were one point higher on the scale, what would be telling you that it was a 'one-point higher day?'"

**A preferred future** - e.g. "where on the scale would be good enough? What would a day at that point on the scale look like?"

The preferred future question can form the basis for goal setting.

#### Reflective Questions:

- Have there been any times in the past when you felt more positive about life?
- What's different about the time when things were better? What else?
- What would you say you were doing differently during those times? What else?
- What would need to happen for that to happen more often?

## Coping Questions

- With all that has been happening in your life lately and you feeling low, I am wondering how you've managed to get through each day?
- What keeps you going?
- What do you do that stops the situation getting worse?
- Who is your trusted adult in your life?
- What do they do that is helpful?

## Relationship Questions

- What would your friend say are the best things about you?
- What would the teacher say that you are good at?
- What would the Social Worker/Personal Advisor notice when she/he visits?
- What would you say you enjoy most?

## Focusing on the young person's chosen goals

Keep reminding your young person of their chosen goals. They need to hold them in mind and visualise the time when they will be a reality and the difference or outcome this will bring. It is normal for young people to sometimes lose sight of their goals and become wearied by the journey. Practitioners can use short open-ended questions that try to deepen the young person's learning or understanding and move them towards rather than away from their goal.

- Do you remember why you said this was important to you?
- How did you feel when you were making progress?
- What is getting in the way of you taking that step?
- How could you overcome this obstacle?
- How did you get through this when it happened before?
- When do you think you will feel strong enough to give it another go?

When a young person is not making progress key questions to ask are:

- Is the goal still relevant?
- Was the goal set by the Social Worker/Personal Advisor or Young Person?
- What obstacles or challenges are getting in the way?
- Are new and different steps needed?
- Is more support needed? If so, what kind of support?
- Where might they go next?